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ABSTRACT

The Elementary Teacher Education Project in Compensatory Education was instituted in 1967-68 at San Fernando Valley State College for the purpose of preparing teachers to work effectively with the disadvantaged at the elementary school level. Main features of the program included student teaching and intern teaching in disadvantaged urban areas; course content which emphasized understanding of subcultures of the poor and/or disadvantaged, their language development patterns, and special needs; and extensive supervision of intern teachers by both college and school district personnel. Results illustrated increased interest in teaching careers in disadvantaged school areas and greatly augmented participation by public schools in teacher education programs. (Appendixes include the sequence of courses, staff list, and the professional vita of the co-director.) (Authors/JA)

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SUMMARY OF THE SAN FERNANDO VALLEY STATE COLLEGE TEACHER EDUCATION PROJECT IN COMPENSATORY EDUCATION (ELEMENTARY)

The Elementary Teacher Education Project in Compensatory Education was instituted in 1967-1968 at San Fernando Valley State College for the purpose of preparing teachers to work effectively with the disadvantaged at the elementary-school level. This program was designed to provide two distinct tracks of student teaching and intern teaching experiences for 50 students in an academic-year program. The first group of 25 students was enrolled in a combination curriculum-and-methods class and full-time student teaching for a single semester. At the end of the semester they were fully qualified for a teaching credential. The second group of 25 was enrolled in two curriculum and methods courses and one-half semester of student teaching during the first semester. During the second semester, this group served as paid intern teachers.

Major features of the program included (1) student teaching and intern teaching in disadvantaged urban areas; (2) course content which emphasized the understanding of subcultures and value systems of the poor, language development patterns among disadvantaged groups, compensatory educational practices, and various teaching strategies for meeting the needs of disadvantaged pupils; (3) student discussions with many leaders of minority communities and with community agency leaders; (4) closely interrelated, concurrent experiences in college course work and student teaching and internship; (5) extensive supervision of intern teachers by both college and school district personnel; (6) recruitment of a greatly increased number of schools and supervising teachers, situated in disadvantaged areas, as participants in the teacher-education program at San Fernando Valley State College; and (7) long-range evaluation.

The program has made these significant contributions to the improvement of teacher education at our institution: Increased student interest in teaching careers in disadvantaged school areas; greatly augmented public school participation in the teacher-education program; course revisions to meet the needs of prospective teachers for inner-city schools; and faculty commitment to the development of compensatory education programs and courses. The program was

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instituted without special funding, and evaluation, which has been very positive thus far, is being continued throughout the first three years of the trainees' work as regular teachers in schools with disadvantaged children.

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SAN FERNANDO VALLEY STATE COLLEGE

TEACHER EDUCATION PROJECT IN COMPENSATORY EDUCATION (ELEMENTARY)

Objectives of the program. During the 1967-1968 academic year, the Department of Elementary Education at San Fernando Valley State College conducted a pilot project, *Teacher Education Project in Compensatory Education*, which was the first teacher-education program at our college specifically designed to prepare teachers to work effectively with the disadvantaged at the elementary-school level. The major goals of the project were to recruit and to prepare able candidates who were especially interested in teaching disadvantaged children in an intensive one-year program designed to provide more specific training for such work than our regular teacher-education program offers.

Major features of the program. The chief features of this program included: (1) student teaching and intern teaching in disadvantaged areas; (2) course content which emphasized the understanding of subcultures and value systems of the poor, language development patterns among disadvantaged groups, compensatory educational practices, and various teaching strategies for meeting the needs of disadvantaged pupils; (3) student discussions with many leaders of minority communities and with community agency leaders; (4) closely interrelated, concurrent experiences in college course work and student teaching and internship; (5) extensive supervision of intern teachers by both college and school district personnel; (6) recruitment of a greatly increased number of schools and supervising teachers, situated in disadvantaged areas, as participants in the teacher-education program at San Fernando Valley State College; and (7) long-range evaluation.

Development and description of the program. This new program was operated within the framework of the regular ongoing training programs, and it operated wholly without special funding or additional staffing. Professors who taught the courses and supervised laboratory experiences worked under the regular instructor-student ratio without any special consideration given for the extra time required for the team planning and teaching. The project was directed by two professors, Dr. Helen Fielstra and Dr. Raymond Jung, who assumed this responsibility in addition to their regular 12-unit teaching loads. Eight other professors and four Los Angeles City Schools "intern supervisors" joined them

in teaching the courses and supervising the student teaching and internship. (See appendix for names and specializations of the instructional and supervisory staff.)

The project was planned to provide two different patterns of pre-service education for two groups of students (25 in each group). The directors of the project were greatly encouraged and gratified by the fact that approximately 100 students applied for the 50 openings in the program. The San Fernando Valley area of Los Angeles is predominantly middle-class in its socio-economic composition as is the student body of San Fernando Valley State College. The large number of applicants probably reflected the desire of today's youth for an opportunity to work for the improvement of society and a concern for their fellow-men. Most of the 50 selected participants in the program were graduate students, although graduate status was not a criterion for selection. Their undergraduate academic majors represented a large number of academic fields, with a predominance from the social sciences. The candidates were selected on the bases of (1) academic proficiency, (2) recommendations from professors of the School of Education, (3) past experiences which indicated a desire to work with the disadvantaged, and (4) personal commitment to the goals of the project.

The first group of 25 students was limited to students who had completed all education course requirements except for the final course in elementary school curriculum and their student teaching. These students were enrolled concurrently in the final elementary school curriculum course (4 units) and a full semester of student teaching. By the end of the fall semester, they had completed their requirements for the California elementary school teaching credential.

The second group of 25 students was comprised of students who had completed work on an academic major but had completed only the first course in the San Fernando Valley State College credential program, Psychological Foundations of Education. Their program for the fall semester consisted of both courses (8 units) in Elementary School Curriculum, Social and Philosophical Foundations of Education, and one-half semester of student teaching. This group of students was employed as paid interns in the spring semester, and they attended weekly seminar sessions at the College. At the end of the spring semester, these interns became credentialed teachers by virtue of having completed all state

requirements. (See summary table of Sequence of Courses in the appendix.)

For the pre-service education component of the project all courses were re-designed (within the present structure), so that both the content and methodology emphasized specific and pertinent preparation for working effectively as teachers of *disadvantaged* children. The courses in Elementary School Curriculum placed major emphasis on the following: (1) diagnosing special educational difficulties of disadvantaged children, (2) developing listening and speaking abilities, and (3) developing positive self-concepts. The students became cognizant of the characteristics of socially disadvantaged children and of the effects on pupil progress of home environment, perceptual styles, and motivational and aspirational levels, initially through readings, class discussions, and guest resource speakers from the community. Later in the same semester they gained first-hand knowledge of the children's characteristics by teaching in disadvantaged neighborhoods. The cumulative effects of social and cultural deprivation were emphasized in class discussions and analyses of student teaching experiences. Teaching strategies which have been found to be especially effective for disadvantaged children were analyzed and implemented by the student teachers during their public school assignments. The courses were cooperatively designed and taught by a team of ten instructors from several different departments in the College. Because we believe that the student teaching experiences and the education methods courses are more meaningful when they are interrelated as much as possible, they were scheduled together during the same semester.

All student teaching and internship assignments were situated in the general vicinity of Pacoima and San Fernando Communities, located in the Valley-North Area of the Los Angeles Unified School District. (The highest proportion of low-income families, as well as the largest concentration of minority groups in the San Fernando Valley resides in this area.) The college personnel involved in the program received the full and enthusiastic support of the participating schools. The Superintendent of the Valley-North Area, Robert W. Lamson, widely known for his dedication to the improvement of education for disadvantaged children rendered invaluable assistance in developing the program. Several meetings with all the principals of participating schools were held in the spring semester of 1967. More than 20 new supervising teachers were recruited, screened, and approved for teacher training during this semester. Five schools which had never

before participated in the College's teacher-education program were selected and oriented to the program during this preparatory period.

The students were on a full-day schedule during their student teaching assignments. A team of six college supervisors worked with the ten schools and the 50 student teachers who were participants in the program. A weekly seminar was held to enable students and supervisors to discuss mutual problems and to supplement their knowledge of teaching methodology and subject content.

The 25 interns received invaluable support, in-depth evaluation, and specific help in making and using instructional materials from four additional supervisory persons known as intern advisors. These intern advisors are employees of the Los Angeles Unified School District who devote their full time to assisting interns in becoming established as independent classroom teachers. In addition, four college supervisors also visited and advised the interns throughout the semester. Seminar sessions involving the interns, intern advisors, college supervisors, and invited guests were held on a regular basis to discuss emerging areas of interest and concern.

Class and seminar sessions were greatly enriched by the appearance of guest speakers as resource personnel. In addition to the teaching and supervising team from the Elementary Education Department, several faculty members from other departments in the College made valuable contributions, donating their time and specialized services to the program.

Guest resource leaders from off campus included representatives from Joint Venture, U.M.A.S., Office of Economic Opportunity Training and Development Center, Operation Bootstrap, and from the school district including the Area Superintendent. They also contributed their services to the project. These resource leaders helped our students not only to better understand the community in which they were to work but also to understand the interrelationships of the college, community, and the public schools.

Contribution to the improvement of teacher education. The new program, which was inaugurated in 1967-68, has made significant contributions to the improvement of teacher education at San Fernando Valley State College. Chief among these has been the greatly increased interest among students in teaching the disadvantaged. As a result of last year's program, we have doubled the number of schools located in disadvantaged areas which participate in the

college's teacher-education program, and also have doubled the number of qualified supervising teachers in this area. The project has fostered a greater degree of school district involvement in the pre-service education of teacher candidates. The majority of the students who were in the program are now employed as qualified teachers in the Valley-North Elementary Area. This area has had the most severe recruiting problem in the San Fernando Valley. The project has also served to stimulate interest among the faculty in the area of compensatory education, and it has motivated staff development to meet the needs of urban inner-city schools.

The 1967-68 program was limited by the fact that no outside funding was available for program development, enrichment, evaluation, or staffing. We believe that much more could have been accomplished if funds had been available for consultants, materials, resources, and student financial aid. The success of this program, even within its financial limitations, encouraged the co-directors of the project to apply for a Prospective Teacher Fellowship Program grant from the U. S. Office of Education for the 1968-70 academic years. We won the grant, and our college was awarded ten Prospective Teacher Graduate Fellowships. This was one of the largest of such grants in the United States. In our opinion, the experiences gained from the 1967-68 program were in large degree responsible for the grant. Our Graduate Fellowship Program, 1968-70, is a graduate program specifically designed to prepare teachers to work effectively with disadvantaged children in elementary schools. The ten graduate Fellows will complete work for both the Standard Teaching Credential for Elementary Schools and the M.A. degree in Elementary Education during the two-year period.

Evaluation of the program. We are still in the process of evaluating the 1967-1968 program. We believe that the best single criterion for evaluating success of a teacher-education program is the performance of the teaching candidates during their first few years of on-the-job teaching. Therefore, at the end of the first, second, and third teaching years, we will systematically obtain evaluations of the teaching effectiveness of our candidates from principals and supervisory personnel with whom they worked. We also will obtain self-evaluations from the trainees at the end of each of their first three years of regular teaching. At the present time, during their very first year of teaching, we are video-taping the teaching of a number of our trainees who are doing

especially creative and effective teaching with their disadvantaged pupils.

Evaluations already obtained from questionnaires, personal comments, and taped interviews with the trainees themselves indicate that the program was highly successful in meeting their needs. Informal reports thus far obtained from principals and supervisors have also been enthusiastic about the results of the program. Furthermore, the program has been a definite asset to the school district in the recruitment of teachers. In addition, this program has stimulated much greater interest at our college in developing other projects designed specifically to serve the needs of the inner-city type school.

APPENDIX

Appendix i

SEQUENCE OF COURSES

Teacher Education Project in Compensatory Education: Elementary, 1967-68

FIRST GROUP OF STUDENTS (25)

Prerequisites:

Psychological Foundations of Education (Educ. 311),
Social and Philosophical Foundations of Education (Educ. 325), and the
Elementary School Curriculum (Educ. 431A).

Fall Semester:

The Elementary School Curriculum (Educ. 431B) *concurrently* with
Student Teaching in the Elementary School (Educ. 439A-B, full
student-teaching assignment)

Spring Semester:

Employed in regular teaching positions

SECOND GROUP OF STUDENTS (25)

Prerequisites:

Psychological Foundations of Education (Educ. 311)

Fall Semester:

The Elementary School Curriculum (Educ. 431A)
Student Teaching in the Elementary School (Educ. 439A, one-half of
required assignment)
The Elementary School Curriculum (Educ. 431B)
Social and Philosophical Foundations of Education (Educ. 325)

Spring Semester:

Internship and Seminar

Appendix ii

Los Angeles City School Districts

DIVISION OF ELEMENTARY EDUCATION, VALLEY-EAST AREA OFFICE
10952 WHIPPLE STREET, NORTH HOLLYWOOD, CALIFORNIA 91602

JACK P. CROWTHER
Superintendent of Schools

ROBERT J. PURDY
Associate Superintendent
Division of Elementary Education

June 26, 1968

Dr. Don Davies
Associate Commissioner
Educational Personnel Development
Office of Education
Department of Health, Education, and Welfare
Washington, D.C. 20202

Dear Dr. Davies:

We are writing this covering letter of support for the TTT Project proposal which is being submitted to your office by San Fernando Valley State College. Many of our classroom teachers, principals, academic supervisors, and all three of our administrative coordinators, as well as we ourselves, have been involved in the planning of the two proposed components to be implemented at the elementary-school level.

We have agreed that the Valley-East, Valley-North, and Valley-West Areas, of which we are the Area Superintendents, will serve as the target area for this TTT Project. It is our understanding, however, that the Los Angeles City School Districts will have no financial obligations by participating in this program.

All three of our Areas are located in the San Fernando Valley, and they are comprised of a total of 157 elementary schools. A large number of these schools have worked with the San Fernando Valley State College's Department of Elementary Education in its regular teacher-education program since the College's inception ten years ago. In addition, we have worked very successfully with various College faculty members in special projects, such as the pilot project for training fifty teachers to work with children in disadvantaged urban areas during this past year.

We are looking forward to extending our cooperative endeavors with the College and to establishing closer relationships with the academic faculties. The quality of leadership proposed for this project impresses us very favorably; i.e., having Dr. Delmar Oviatt, the College's Vice President for Academic Affairs, as the project's overall Director.

We are enthusiastic about the total concept of the TTT Project, and we hope very much that the U.S. Office of Education will fund the proposed San Fernando Valley State College project.

Sincerely yours,

Dr. Ralph W. Lanz, Superintendent
Elementary Area Valley-East

Robert W. Lamson, Superintendent
Elementary Area Valley-North

Dr. Thomas E. Reece, Superintendent
Elementary Area, Valley-West

Appendix iii

INSTRUCTIONAL AND SUPERVISORY STAFF FOR THE
SFVSC TEACHER EDUCATION PROJECT IN COMPENSATORY EDUCATION (ELEMENTARY)

Dr. Martha Brockman, Professor (language arts specialist)

Dr. Stratton Caldwell, Associate Professor (physical education specialist)

Dr. Helen Fielstra, Associate Professor (social studies specialist)

Dr. Elizabeth Hone, Professor (science specialist)

Dr. Raymond Jung, Associate Professor (language and education of the disadvantaged specialist)

Dr. Helen Lodge, Professor (English and children's literature specialist)

Mrs. Marilyn Lombard, Asst. Professor (audio-visual materials specialist)

Mrs. Mary Louise Reilly, Associate Professor (music specialist)

Dr. John Schwartz, Professor (Director of Instructional Materials Center)

Dr. Elton Thompson, Asst. Professor (mathematics specialist)

Mrs. Gwen Gorsky, Teacher-Adviser (intern-supervisor), Los Angeles City Schools

Mrs. Myra Gurion, Teacher-Adviser (intern-supervisor), Los Angeles City Schools

Mrs. Patricia Zakian, Teacher-Adviser (intern-supervisor), Los Angeles City Schools

Mr. Morrie Sachs, Teacher-Adviser (intern-supervisor), Los Angeles City Schools

Appendix iv

PROFESSIONAL VITA OF PROJECT CO-DIRECTOR

DR. HELEN FIELSTRA
Associate Professor, Department of Elementary Education

A.B. University of California, Los Angeles (Psychology major with Philosophy minor), plus one year of graduate work in Education at UCLA

M.A. Stanford University (Education), 1954

Ed.D. Stanford University (Education), 1967

Publications:

1. Perspective on Teaching, co-authored with Stanford University professors Lawrence G. Thomas, Art Coladarci, and Lucien Kinney; published by Prentice-Hall, Inc., 1961. (University-level textbook)

2. Africa-With Focus on Nigeria, co-authored with Clarence Fielstra. Adopted by the California State Board of Education in 1964, as a fourth-grade social studies textbook for use in California schools for six years.

3. "Concerning the Development and Improvement of the Instructional Program," California Journal for Instructional Improvement, V (March, 1962), 10-21. (Article as part of a symposium)

4. Relationship between Selected Factors and Pupil Success in Elementary School Foreign Language Classes. Unpublished doctoral dissertation, Stanford University, 1967. (A four-year study to determine relationships between pupil achievement in foreign language learning in an audio-lingual program at the elementary-school level and certain selected factors, using the Beverly Hills Unified School District FLES Program)

5. Educational collaborator, with Clarence Fielstra, on two educational films (AVIS FILMS, Inc.) for elementary schools: The Story of California Agriculture and Physics in the Elementary School.

6. Educational collaborator on developing and writing of four social studies scripts (with Encyclopaedia Britannica staff writers Neal Ruben and Clifford Janoff): What is a Community?, and Interdependence of Communities.

7. Also co-author of elementary curriculum guides for teachers in language arts and in arithmetic (San Diego County Schools), in reading and in arithmetic (Burbank Unified School District), and in reading for children with reading disabilities in grades K-8 (Beverly Hills Unified School District).

(continued)

Appendix v

Experiential Background and Selected Professional Activities:

1. Elementary school teacher and general elementary supervisor in California public schools for 9 years. (Includes serving as supervisor for primary grades Kgn.-4, for grades 3-6, and for grades Kgn.-8).

2. College and university professor for 9 years (including Elementary School Curriculum, Psychological Foundations of Education, and Child Growth and Development courses) at UCLA, Stanford University, and San Fernando Valley State College.

3. Training Coordinator of the tri-college (Cal State-Los Angeles, Cal State-Long Beach, and SFVSC) Office of Economic Opportunity Training and Development Center for Poverty and Compensatory Education, 1965-1966. (Responsibilities included development of the training programs for all Head Start personnel in Los Angeles County, for Los Angeles City Schools' Child Development Centers, and for inservice education programs related to working with disadvantaged children in several other school districts.)

4. President of Delta Kappa Gamma (Beta Eta Chapter), international organization of women leaders in education, 1962-1964.

5. Editorial Advisory Committee, The California Journal for Instructional Improvement, 1967-1970.

6. Delegate on California Council on Education of Teachers, 1961-1966.

7. Chairman, Committee on Supervision in the Structure of Public Education in California (California Association for Supervision and Curriculum Development), 1961-1966.

8. Co-Director, Prospective Teacher Graduate Fellowship Project at SFVSC, 1968-1970.

9. Listed in Who's Who of American Women, in Who's Who in the West, and in the Dictionary of International Biography.

Appendix vi

PROFESSIONAL VITA OF PROJECT CO-DIRECTOR

DR. RAYMOND JUNG
Assistant Professor, Department of Elementary Education

A.B. University of California, Berkeley (Political Science), 1950

M.A. San Francisco State College (Elementary Education), 1957

Ed.D. University of California, Berkeley (Elementary Education), 1963

Publications:

1. Leisure Activities of Children of Different Socio-economic Status and from Different Ethnic Groups. Unpublished doctoral dissertation, University of California, Berkeley, 1963.

2. "Leisure in Three Cultures," Elementary School Journal, 67:285-295, March, 1967.

Experiential Background and Selected Professional Activities:

1. Elementary school teacher in Oakland, California public schools for 9 years (in disadvantaged areas).

2. College professor for 5 years (including Elementary School Curriculum and Social Foundations of Education courses) at San Fernando Valley State College.

3. Coordinator, Elementary Student Teaching, San Fernando Valley State College.

4. Chairman, Graduate Studies Committee, School of Education, San Fernando Valley State College.

5. Graduate Advisor, Elementary Education Department, San Fernando Valley State College.

6. Consultant, Director of General Studies, Emek Hebrew Academy, North Hollywood, California.

7. Vice-Fresident, California College and University Faculty Association, San Fernando Valley State College Chapter.

8. Co-Director, Prospective Teacher Graduate Fellowship Project at SFVSC, 1968-70.